Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

chapmang1@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

> Gloria Chapman
> Consultant
> Office of Education Improvement & Innovation
>
> OR
>
> Louretta Cunningham-Powell
> Consultant
> Office of Education Improvement & Innovation

Telephone: (517) 373-4226
Email: chapmang1@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers…".   To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;

2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	**100**
Minimum Points Required for Approval	**70**

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1   15 points
Section 2   10 points
Section 3   10 points
Section 4   10 points
Section 5   10 points
Section 6   10 points   Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications).   Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number	2. Legal Name of Entity			
376-58-9937	Eleonore Maria Evers			

3. Name of Entity as you would like it to appear on the Approved List
Nora Evers

4. Entity Type:	5. Check the category that best describes your entity:
For-profit x☐ Non-profit	☐ Business ☐ Institution of Higher Education ☐ Community-Based Organization ☐ School District ☐ Educational Service Agency (e.g., RESA or ISD) X☐ Other (specify): <u>External Service Provider</u>

6. Applicant Contact Information				
Name of Contact Nora Evers	Phone 1-269-953-7346	Fax		
Street Address 2130 Oakland Ridge Drive	City Kalamazoo	State MI		Zip 49008
E-Mail Nora.evers2@gmail.com	Website			

7. Local Contact Information (if different than information listed above)				
Name of Contact	Phone	Fax		
Street Address	City	State		Zip
E-Mail	Website			

8. Service Area

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.

☐ Statewide

Intermediate School District(s): Ingham	Name(s) of District(s): Lansing I work with two schools in Lansing as an Instructional Leadership Consultant.

9. Conflict of Interest Disclosure
Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?   X☐ Yes ☐ No   What school district are you employed by or serve: Ionia   In what capacity are you employed or do you serve (position title): Educational Leadership Consultant   I work with Principals on a monthly basis to help capacity building through seminars and workshops focusing on leadership skill development.   Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable*.* All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: *Description of Comprehensive Improvement Services (25 points possible)*

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

1. Support systems to ensure student and teacher success and sustain improvement.

As an Instructional Leadership Consultant, I assess district and building level systems currently in place and then facilitate the design of systems that are currently not in place or deficient. As an example:
- Develop/refine K-12 assessment system – ELA, Math
- Data collected and analysis process – building level
- Data conferencing (Principals/grade level teachers) monthly
- Intervention plan determined, data and evidence to be collected determined
- Intervention adjusted to meet student needs
- Determine PD necessary – building/grade level/individual
- Develop/refine process for curriculum work
- Align with assessment plan

2. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement.

In the elementary school, I work with teachers to develop and refine proven practice such as
- Small group instruction
- PLC's
- ILC's
- Reading/Writing conferencing
- Reading Apprenticeship

In the high school, I focus on the monitoring of strategy implementation, differentiating instruction as driven by data analysis and the overall delivery of the curriculum.

3. Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement.

After assessing the district and building level systems that are currently in place to support programs and staff, I facilitate the professional development that is needed in order to increase capacity and sustainability. The process is fluent and ongoing, based on observations, reflections and data analysis. Job embedded professional development is provided at the grade level or individual. It is directly implemented in the instruction, management, or leadership level. Through further observation and coaching, the professional development is assessed and adjusted for maximum effectiveness.

4. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment to the building school improvement plan.

Areas	Activities	Data & Resources	Assessment Systems
Professional Learning Communities	PLC model of setting essential targets, assessing student achievement, and developing student interventions based on formative and summative data	Departmental and grade level data related to essential targets	Sept. 2014 and ongoing Data conferencing with principal/coaches/staff
Common Core Power Standards And Pacing Guides	Implementation and focus on Common Core, Power Standards, and Pacing guides	Formative and summative student achievement data Standardized tests, Common Core, Power Standards, and Pacing Guides documents	Sept. 2014 and ongoing Administrators, Department Chairs, SLIC and SIG Coordinators
Teacher Evaluation	Charlotte Danielson model of Teacher Effectiveness	17% school achievement, 17% classroom achievement of teacher evaluation	Sept. 2014 and ongoing classroom observations with pre and post conferences
Professional Development & Staff Meetings	Focus: PLC and ILC model, Reading Apprenticeship, Common Core and Pacing guides, student achievement data	ILC data, departmental and grade level data to analyze Reading Apprenticeship data, Running Record and DRA	Monthly staff meetings, PLC meetings, ½ day and full day PD, Collaboration time meetings
Instructional Learning Cycles	ILC with pre and post tests with at least 4 yearly cycles for implementing effective instruction	Data to indicate students ' movement between proficiency levels	Quarterly meeting presentations and data analysis and implementation data
USA test prep	Implementation of ACT, MME, and MEAP test preparations as aligned with the Common Core	Weekly benchmark assessments and daily warm-up activities	Benchmark assessment and student proficiency testing

Exemplar 2: *Use of Scientific Educational Research*
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

In order to support educators in a cohesive, coherent sustainable school improvement, all content, delivery and services provided must be based on educational research, including student achievement, perception data, demographic data, and school process data. If we want to get different results, we have to change the processes that create the results. Just looking at student achievement measures focuses teachers only on the results; it does not give them information about what they need to do to get different results. By asking for student achievement measures alone, state and federal program officers can never use these data because the *context* is missing. This request might also mislead schools into thinking they are analyzing student learning in a comprehensive fashion. Just looking at student learning measures could in fact keep teachers from progressing and truly meeting the needs of students. When we focus only on student learning measures, we see school personnel using their time figuring out how to look better on the student learning measures. We want school personnel to use their time figuring out how to *be* better for *all* students (Barnhardt, V. L., 1998).

According to Bernhardt (Bernardt, V.L., 1998), our ultimate analysis is the intersection of all four measures, at the school level (e.g., standardized achievement tests disaggregated by program, by gender, within grade level, compared to questionnaire results for students by program, by gender, within grade level.) These interactions allow us to answer such questions like:
◆ Are there differences in achievement scores for eighth-grade girls and boys who report that they like school, by the type of program and grade level in which they are enrolled? (*Demographics by Perceptions by School Processes by Student Learning*). It is not until we intersect all four circles, at the school level, and over time that we are able to answer questions that will predict if the actions, processes, and programs that we are establishing will meet the needs of *all* students. With this intersection, we can answer the ultimate question:

◆ Based on whom we have as students and how they prefer to learn, and what programs they are in, are all students learning at the same rate? (*Student Learning by Demographics by Perceptions by School Processes*)

Data analysis should not be about gathering data. It is very easy to get *analysis paralysis* by spending time pulling data together and not spending time using the data. School level data analysis should be about helping schools understand if they are achieving their purpose and guiding principles and meeting the needs of *all* students—and, if not, why not? A good way to avoid *analysis paralysis* is to consider using *key questions* and building your analyses around the answers to these questions. This type of data analysis is easy when schools are clear on their purpose and what they expect students to know and be able to do. These analyses comfortably flow from questions that teachers and administrators naturally ask themselves to learn if these purposes are being met. The good news is that by looking at trends of the intersected four major measures, schools do not have to conduct complicated program evaluations or needs analyses. These intersections can tell them just about everything they would want to know, and the data are fairly readily available (Bernhardt, V. L., (1998, March, *California Association for* Page 4 of 5 *Supervision and Curriculum Development (CASCD).*

The initiatives described here have been designed based on the positive impact on the academic achievement of students in both English Language Arts and Math. The following content, delivery and services determined as critical elements for sustainable school improvement are either already implemented in the schools and to be refined and monitored, or to be provided dependent on need.
*Reader's Apprenticeship: Reading Apprenticeship is a coherent instructional and professional development program model based on research-based practices in reading instruction. The framework provides literacy support, promoting adolescents' engagement and achievement in reading and writing in their content area classes. Based on the research from WestEd, Strategic Literacy Initiative has demonstrated growth locally when implemented. The increase in student achievement in reading and writing at proficiency level of 15% as measured by the 2009 MME. The reduction in performance level proficient and not proficient in reading and writing in a range of 6%-9%.
*Co-teaching is an imperative service model that helps reduce the fragmentation of past instructional services for students with IEPs and students who are identified at-risk. The model provides a wider range of instructional options than would be possible in a classroom with one teacher. The emphasis on study skills, learning strategies as well as increase individualized and small group instruction is likely to increase with two professionals working collaboratively (Whitten and Hoekstra, 1997). Student benefits of co-teaching include an increase in participation in the general education curriculum, improved academic performance for students with IEPs and others identified as at-risk (Luckner, 1999; Pugach and Wesson, 1995; Rice and Zigmond, 2000; Yoder, 2000).
*The role of coach is driven by the needs of the school and the school improvement plan. The coach acts as a change agent and provides job-imbedded professional development linked to the district's instructional priorities. At the center is the idea of students as proactive learners: readers, writers, thinkers, and mathematicians. The primary goal of the coach is to be in classrooms to support teacher's learning by observing and providing rigorous feedback through instructional dialogue. The coach also provides resources for teachers and models best instructional practices.

The coach facilitates ongoing professional development based on the needs of the entire school, grade level groups, and professional learning communities. A positive relationship between the principal and the coach is not a lofty ideal; it is the key factor that determines the efficacy of coaching. Schmoker (1997) states that "unless the administrator expressed pride and interest in the success of the project, unless the coaches are carefully selected and given support and encouragement, the effort will probably die." The coach and the principal collaborate in developing support for teachers. The principal participates in classroom visits with the coach, the coaching sessions, and the professional development sessions. Teachers need to see that their principal is learning along with them and is involved in their learning. Michael Fullan in his latest book "The Principal: Three Keys to Maximizing Impact" (2014) emphasizes the three most important roles for a principal: Leading Learning, Being a District and System Player, and Becoming a Change Agent. As teachers see the commitment of the principal's active support of the coach and the staff, the reform effort is accepted and implemented.

Coaching is not yet broadly implemented; as a result, the hard data linking the coaching process to student achievement is in the development stage. There is evidence that coaching can produce the following outcomes and likely to improve instruction:

*Better targeted school based professional development that addresses teachers' and principals' learning needs in light of students' learning needs;

*Teacher learning that carries over into classroom practice because the coach helps teachers implement what they have learned;

*A willingness among teachers to share their practice with one another and seek learning opportunities from their peers and their coaches, and willingness to assume collective responsibility for all of their students' learning;

*High quality principal leadership of instructional improvement; and

*School cultures in which instruction is the focus of much teacher and principal discussion, and in which teachers and principals reflect on their practice and its impact on students and use of four measures of data to drive instructional improvement (Neufeld and Roper, 2003; Barnhardt, 1998).

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  o principals
  o school leadership teams
  o teachers
  o support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Job-embedded professional development is founded in the research on effective staff development. While the concept of job-embedded staff development is not new, recognizing what it is and how to utilizing job-embedded method is relatively new. Sparks (1994) calls for a paradigm shift in staff development. The shift that will improve staff development from the experiences where "educators will sit relatively passively while and expert exposes them to new ideas or trains them in new practices" to the experience where the teachers has the opportunity to try out new ideas and practices while receiving feedback and guidance. Research on instructional improvements has indicated that staff development consisting on a single session is ineffective (Sparks, 1994).

The following plan will be put in place to support principals, school leadership teams, and teachers.

1. Conference with building principal, district transformation coordinator, and teacher leaders planning and conducting staff development activities that focus on the use of data and assessments to enhance learning and collaborative instructional planning and implementation.
2. Facilitate small groups of teachers and/or instructional leaders in analyzing data and using data to differentiate instruction and make data-driven decisions.
3. Facilitate meetings of Professional Learning Communities with a focus on data-driven instructional strategies.
4. Support teachers in the use of differentiated and effective instructional strategies/practices.
5. Support the development of data-driven tools and mechanisms to assess SIG implementation and impact.
6. Develop strategies/systems/protocols with the building principal, district transformation coordinator, and teacher leaders to develop and disseminate data-based information for instructional effectiveness on the School

Improvement Grant.

7. Serve on any committees and councils concerned with the School Improvement Grant, as needed.

8. Support the principal in making accurate assessment of current school culture and instruction so as to develop steps in conjunction with the principal to make a culture and environment that is supportive of teaching and learning.

9. Other data-related duties as assigned by the principal and the district transformation coordinator.

In order to support educators in a cohesive, coherent, and sustainable professional development all content, delivery and services provided are based on educational research and job-embedded.

*Data for Student Success: the professional development modules (Using State Data do Identify School Improvement Goals, Using School data to Clarify and Address the Problem, Examining Student Work to Inform Instruction, and Using Classroom Data to Monitor Student Progress) were designed based on the work and research from Harvard University (Data Wise Improvement Process, 2005). *(Principals, School leadership Teams, Teachers)*.

*Classroom Walk-throughs: Walk-throughs provide a school-wide snapshot of classroom environments and the resulting reflective questions stimulate inquiry (NSCD, 2008). By visiting classrooms and walking around the school building, a gauge of what is going on in schools is gleamed. For purposes of professional development, reasons for conducting walk-throughs are, but not limited to: to consider areas for reflective discussions with full staff, groups of teachers, or individual teachers; to identify areas for professional development/staff meetings; and to monitor progress of the implementation of new practices. *(Principals, Teachers).*

* Teacher Evaluation: The Framework for Teaching (Charlotte Danielson Model of Teacher Effectiveness) is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is clustered into four domains of teaching responsibility:

1. Planning and Preparation
   - Learning Objective
   - Articulation of Learning Objective
   - Lesson/Unit Planning & Essential Concepts
   - Articulation of Essential Concepts
   - Standard-Based Planning

2. Classroom Instruction
   - Instructional Balance
   - Coherent Content Delivery
   - Connection to Prior Knowledge
   - Higher Level Student Responses

- Check for Understanding
- Scaffolding Learning

3.Classroom Environment
- Routines and Procedures
- Positive Rapport
- Safety and Risk taking
- Redirecting Unproductive Behavior
- Reinforcing Productive Behavior

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners (2013, danielsongroup.org). *(Principals, Teachers)*

Exemplar 4: *Experience with State and Federal Requirements* (15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

As an educator (teacher, assistant principal, principal, teacher educator in higher education and head of schools) I have worked with and implemented the above mentioned State and Federal requirements for over 40 years (see resume). In the last two years of my career, I have served as an Intervention Specialist for Priority and Focus schools in Michigan, developing, implementing and monitoring State and Federal requirements for over twenty schools.
*The School Improvement Framework drives the system of support I provide schools. Presently I am working with the Ionia and Lansing School districts to provide the school leadership teams and staff as an instructional leadership consultant. My system of support revolves around Curriculum, Instruction, Assessment, Instructional and Shared Leadership, Professional Learning, and Data and Information Management. Information regarding State and Federal requirements is shared at meetings with Superintendents, State Monitors, Principals, District Instructional and Curriculum Leaders and with SIT members.
I have facilitated and have been a member of school and district sessions throughout my career, where teams (building principals, teacher leaders) work on continuous improvement related tasks. I have facilitated the stakeholders to analyze school data in order to make decisions using the following resources:

- Data Dialogues – Got Data: Now What?

Bruce Wellman & Laura Lipton (2012)
- Data Analysis for Continuous School Improvement (Bernardt)
- Culturally Proficient Schools (D & R Lindsay, DuFour)
- Understanding & Closing the Achievement Gap (Joe Murphy)
- Putting Faces on the Data (Sharrat & Fullen)
- Turning High Poverty Schools into High Performing Schools (Parrett & Budge)

*In my role as a school administrator (Assistant Principal, Principal, Head of Schools) as well as Intervention Specialist for Priority and Focus Schools, I have facilitated numerous IEP's, SI meetings, NCA meetings, as well as facilitated session to support the creation of Title I Targeted Assistance and School wide plans. Sessions have frequently included district and building leaders time and support to complete their District Process Rubrics and the District and School Improvement Plans. This format allows for professional learning and sharing of experiences regarding the use of State and federal Funds. The protocol and framework of the Doing What Works (http://dww.ed.gov) has guided my work and facilitation.
*The Michigan Curriculum Framework as well as the Common Core curriculum drive the system of support I have provided the schools I work with. I have been part of the curriculum review committee most recently in the Lansing School district in the development of the pacing guide. My work in this area has included the articulation of the enacted curriculum, the development of common assessments, the use of assessment data to inform instructional decisions, and the implementation of instructional strategies based on data analysis.
*All of my curriculum and instruction initiatives have emphasized the collection and analysis of data as an essential component of continuous improvement. The work of Lipton and Wellman (Got Data: Now What, 2012) have guided my work in the Priority and Focus school as an Intervention Specialist.

Exemplar 5: *Sustainability Plan*
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

* The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Schools that can successfully implement professional learning communicates have the most promising path for sustained and substantive improvement of their schools. The following research from the Revisiting PLC's at Work support this statement:
*Only the organizations that have a passion for learning will have an enduring influence (Covey, Merrill and Merrill, 1996).
*If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff (Newmann and Wehlage, 1995).
*Outcomes for both staff and students have been improved by organizing PLC's. For staff, the results include: Reduction of isolation of teachers; Increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission; Shared responsibility for the total development of students and the collective responsibility for students' success; Powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners; Increased meaning and understanding of the content; Commitment to making significant and lasting changes; Higher likelihood of undertaking fundamental, systematic change (DuFour, DuFour and Eaker, 2008).

A sustainable plan begins by developing a Building Leadership Team. This team would need to be trained to facilitate the work of a professional learning community. We have learned that the most successful teacher in a classroom still needs support in building their skills in order to become an effective teacher leader. Teacher leaders need support in working with adult learners, working with difficult people, running effective meetings, establishing and maintaining group norms, data collection and analysis, among many other things. As and Instructional Leadership Consultant, I will work side by side with the Leadership team to help build their skills and support them as they begin their work as teacher leaders. Gradual release of support would occur over time.

The leadership team would conduct a check of the school's culture. One must determine how ready the school is to truly take on the work of improvement. After determining a school's beginning point, then work begins to move the school from where they are to that of an accountable community (Warnock: The Skillful Leader II).

Collaborative communities have the ability to acknowledge their current reality and have the willingness to move beyond. The use of data to determine how their students are performing, put research based strategies in place to address the needs and then monitor the strategies for success. As an Educational leadership Consultant, I support the School Leadership Team in helping teachers learn the process and skills necessary to do this work (PLC's).

Attention to celebrating short term wins is important in order to recognize that the efforts put forth by staff have been fruitful and recognized. People appreciate Knowing that what they do matters.

The work of stainability has its roots in data, PD linked to the data, teacher leadership, assessment – both formative and summative, instruction, improvement with support, reflection, PLC's, etc. It is the work of continuous improvement which has been discussed throughout this proposal. The external provider must understand the importance of helping the district determine what systems are nonexistent or not functioning and helping them to get effective systems in place, analyze the data, create an improvement plan, and provide continuous focus and support. This focus and support is an ongoing process of refocusing, supporting and monitoring in order for the school and the district to become an accountable community.

Exemplar 6: *Staff Qualifications*
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Nora M. Evers

2130 Oakland Ridge Drive
Kalamazoo, MI 49008
269-743-7832 home
269-953-7346 cell   *nora.evers2@gmail.com*

Education

Ph.D.	Comparative and International Education
Michigan State University	*East Lansing, MI*
M.A.	Curriculum Development and Supervision
Central Michigan University	*Mt. Pleasant, MI*
B. S.	French/German/Sec. Teaching Certificate
Central Michigan University	*Mt. Pleasant, MI*

Employment

Intervention Specialist	K-12 Office of Outreach
District Improvement Facilitator	Michigan State University
Sept. 2012-Oct. 2014	*East Lansing, Michigan*

- Meet with K-12 school district personnel and review existing documentation (improvement efforts, annual report, school achievement data)
- Facilitate data-informed professional dialogues to diagnose problem areas at district and school level
- Work with district and ISD/ESA School Improvement personnel to implement Transformation or Turnaround Plan
- With central office staff, collaboratively develop milestones for assessing systemic changes for growth and improvement
- Observe and report ongoing district milestones activities to MDE and MSU

Dean of Instruction and Liberal Arts	Kalamazoo Valley Community College
2010-2012	*Kalamazoo, Michigan*

- Provide general administrative direction and leadership for the operational, financial and personnel activities of the Texas Township Campus academic functions of the Liberal Arts division
- Review and approve departmental budget
- Review and approve departmental operating policies/procedures

- Approve the recruitment, hire and recommend placement of full time and part time departmental faculty and staff
- Advise the Vice President for Academic Services on matters regarding assigned functions/departments
- Participate in institutional long range planning and curriculum development activities
- Participate in, and provide information, advice and documents pertaining to Vice President's committees and/or councils, association meetings, to institutional administrators and others as necessary
- Advise and communicate with students and student groups
- Analyze annual data and project student credit hours
- Develop course schedule and implement class sections accordingly
- Assign laboratory and classroom schedules
- Make full time faculty professional assignments and recommend to the vice president for Academic Services
- Monitor and make recommendations regarding instructional content
- Provide advice and input on other academic matters as appropriate and/or necessary

Director   **Thuringia International School**
2005–2009   *Weimar, Thuringia, Germany*

- Responsible for all aspects of the daily management of the international school Preschool through 12th Grade
- Secured authorization for the International Baccalaureate Program (Primary Years Program Preschool-Grade 5 and Diploma Program Grade 11-12)
- Raised continuous awareness about the school in the political and business arena in Thuringia in order to gain financial and political support including close cooperation with Thuringia's Ministry of Education
- Provided leadership for the curricular program to ensure the highest possible quality for the education program
- Recruitment and integration of international staff and students
- Provided leadership for and supervision/evaluation of all staff members
- Closely communicated with the Board about daily operations of the school to secure a safe and top-quality educational environment
- Led school to newly renovated building (2006) and through major school construction/development projects
- Developed a close parent and larger school community network including initiating PTO and city council support
- Together with Board and architect team planned and implemented new building project

Head of Middle Years   **Bavarian International School**
2004-2005   *85778 Haimhausen, Bavaria, Germany*

- Responsible for all aspects of the day to day management of the Middle Years (Grades 6-9) and to administer and supervise systems and routines to ensure the efficient operations of this section of the school

- Ensured that the operation of the Middle Years reflected the whole school's philosophy and that the school's mission was implemented
- Provided curricular leadership and development of Middle School practices
- Provided professional leadership for the Middle Years, ensuring the highest possible quality of education for the students
- Substituted for the Director in his absence
- Recruitment/Supervision/Evaluation of staff
- Management of Middle Years admissions in conjunction with the Admission office
- Teaching duties (Humanities, Personal and Social Education, Dutch)

Principal   Olivet Middle School
1999-2004   *Olivet Community Schools*
                                                                      Olivet, MI 49076

- District Curriculum Coordinator
- Full responsibility for the day to day operation of a school with 502 students, grades 4-8, faculty and staff of 57
- Recruitment and cultivation of new teachers
- Encouragement of veteran teachers to try out new methods, attend conferences
- Development and maintenance of the budget of the middle school
- Interface with parents on a wide range of matters, from discipline to abuse to inadequate clothing, food, as well as curriculum and PTO
- Introduction of new cultural events into the Middle School, including authors, musical performances, historical presentations, Japanese teachers
- MEAP: Data Driven Instruction workshops
- Implementation of No Child Left Behind mandates

Assistant Principal   Howell High School
1998-1999   *Howell Public Schools*
                                                                      Howell, MI 48843

- Administration of daily operations of a school with 2020 students, grades 9-12
- Student discipline
- Supervision/Evaluation of teachers
- Student activities
- Master scheduling
- Team teaching development and implementation
- 8th Grade and 9th Grade orientation
- Exchange student advisor
- Diversity Club advisor

Associate Professor and Chair   Education Department
1980-1998   *Kalamazoo College*
                                                                      Kalamazoo, MI 49006

Courses Taught

*Concepts of American Education	*Literacy in Secondary Schools
*Principles of Teaching	*English as a Second Language
*Intercultural Communication	*Japanese Education
*Dutch Language and Culture	

Other College Roles

- Chair of the Education Department
- Academic Advisor for all Education students
- Student Teacher Supervision
- Judicial Council
- Kalamazoo Academic Partnership
- Executive Council Member
- International Student Advisor
- Orientation Program for Freshman
- Search Committee in Psychology, Spanish, Education

Education Specialist   Lansing Urban League
1979-1980   *Lansing, MI 48909*

- Developed Education Programs for African American Students
- Grant Writing
- Developed Work Opportunities
- Training Programs for Youth

Roles served in Professional Organizations

- Chair of the American Association for Independent Colleges
- Chair of the Deans and Directors of Teacher Education in Michigan
- Board member, Michigan Dep. of Ed Periodic Review/Program Evaluation
- Board Member, Michigan Accreditation Program
- Member, Global Nomads International
- Board Member, Association of German International Schools (AGIS)
- Board Member Seeding Change/Peace Jam
- Board Member Prevention Works
- Certified Educational Coach

Research

*Japanese Education
*The Mis-Education of People of Color
*Colonial Indonesia and Internment Camps

*Immigration and Adaptation
*Teachers as Leaders
*Linguistically Diverse Classrooms and Bilingual Education
*Leaders as Facilitators
*Third Culture Kids
*Social and Political Issues in International Schools in Germany
*Middle Level Education

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c) (3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

aetna™ NAP · MultiPlan

EMERITI HEALTH PLAN
TRADITIONAL CHOICE MEDICAL
ID W1963 04218
NAME
01 E EVERS
Health Plan (80840) 9140860054
GRP: 820363-20-001

EMERITI

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aetna℠

GROUP PDP   MEMBER SINCE 2012   RX
RxBIN 610502   RxPCN MEDDAET
RxGRP 351468
ISSUER (80840)
ID MEBGR5DX
Name ELEONORE EVERS

MedicareRx
Prescription Drug Coverage

CMS- S5810 801

MEDICARE   HEALTH INSURANCE
1-800-MEDICARE (1-800-633-4227)

NAME OF BENEFICIARY
ELEONORE M EVERS
MEDICARE CLAIM NUMBER   SEX
376-58-9937-A   FEMALE
IS ENTITLED TO   EFFECTIVE DATE
HOSPITAL (PART A)   11-01-2012
MEDICAL (PART B)   11-01-2012
SIGN HERE

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aetna℠   Dental PPO

EMERITI HEALTH PLAN
DENTAL PPO
ID W1963 04218
NAME
01 E EVERS
Health Plan (80840) 9140860054
GRP: 820386-20-001

EMERITI